

APPENDIX A

MEA SCIENCE ACCOMMODATIONS TABLE

Revised February 2016

Any accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level. All decisions regarding the use of accommodations must be made on an individual student basis – not for a large group, entire class, or grade level. Accommodations are available to all students on the basis of individual need regardless of disability status and should be consistent with the student’s normal routine during instruction and assessment. This table is not intended to be used as a stand-alone document and should always be used in conjunction with the *MEA Accommodations Guide* and/or Test Administrator manuals.

T. Timing		
Code	Tests were administered	Details on Delivery of Accommodations
T1	Extended Time - With time extended beyond standard administration (same day).	The scheduled administration time already includes additional time and the vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity.
T2	Extended Time - With time extended beyond standard administration (several days).	In rare and severe cases, the extended time accommodation (T1) may not be adequate for a student not able to complete a test session within a single day. A test session may be administered to a student as two or more “mini-sessions” if procedures are followed to maintain test security and ensure that the student only has access to the items administered on that day (see the <i>MEA Accommodations Guide</i> for details).
T3	Breaks - With multiple or frequent breaks.	Multiple or frequent breaks may be required by students whose attention span, distractibility, physical and/or medical condition, require shorter working periods.
T4	Flexible Times - At a time of day or a day of the week most beneficial to the student and/or late start.	Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the school week on which it is done. This accommodation may not be used specifically to change the order of administration of test sessions. This accommodation must not result in the administration of a test session to an individual student prior to the regularly scheduled administration time for that session for all students.

S. Setting		
Code	Tests were administered	Details on Delivery of Accommodations
S1 NEW	Preferential Seating	Students may have predetermined seating locations to reduce distractions for themselves or others, or to increase physical access to special equipment.
S2	Out-of-school setting with school personnel.	Out-of-school testing may be used for a student who is hospitalized or tutored because they are unable to attend school. The test must be administered by trained school personnel familiar with test administration procedures and guidelines. Relatives/guardians of the student may not be used as the test administrator.

P. Presentation		
Code	Tests were administered	Details on Delivery of Accommodations
P1	Individually.	Individual or small group testing may be used to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by accommodations being used.
P2	Small group.	
P3	Read Aloud/Human Reader/American Sign Language – Directions AND Test	A reader may be used for a student whose inability to read would hinder performance on the Science test. Words must be read as written. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.
P4	Read Aloud/Human Reader/American Sign Language – Directions ONLY	A reader may be used for a student whose inability to read or locate directions would hinder performance on the test. Note that most directions on the MEA test occur at the beginning of the test session and are already read aloud by the test administrator. Guidelines for what are and are not “test directions” must be followed. With the exception of sign language and the case of students enrolled in a program where the test administrator routinely presents information in a foreign language, directions may not be translated.
P5 NEW	Movement - With opportunity for student to move, stand, and/or pace during assessment.	This opportunity may be used in a single-student setting other than the classroom for a student who cannot focus when seated for sustained periods of time.
P6	Alt. Aids - Using alternative or assistive technology that is part of the student’s regular instruction.	The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis.
P7 NEW	Large Print version of assessment.	A large print version of the MEA will be supplied based on registration with this accommodation.
P8 NEW	Braille version of assessment.	A Braille version of the MEA will be supplied based on registration with this accommodation.
P9 NEW	ELL - English language learner student use of bilingual word translation.	Word-to-word translation dictionary with NO definitions as determined by Language Acquisition Committee/Team.
P10 NEW	Visual or Auditory Supports	The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.

R. Response		
Code	Tests were administered	Details on Delivery of Accommodations
R1	Scribe: with a student <u>dictating</u> responses to school personnel.	A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.
R2	Alt. Aids - Using alternative or assistive technology/devices that are part of the student's regular instruction, including visual and/or auditory aids.	Technology is used to permit a student to respond to the test. Policies regarding recorded answers must be followed prior to returning test materials. Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet.
R3	Focus - Other assistive devices and/or tools to minimize distractions.	Noise buffers, place markers, carrels, etc. may be used to minimize distractions for the student. This accommodation does NOT include assistive devices such as templates, graphic organizers, or other devices intended specifically to help students organize thinking or develop a strategy for a specific question.
R4	Computer/Alternate Paper Response -	A student may use technological or other tools (e.g., large-spaced paper) to write responses to constructed-response items. A key distinction between this accommodation and R2 is that the student using this accommodation is responding in writing rather than dictating. When using a computer, word processing device, or other assistive technology, access to the Web must be turned off. This accommodation is intended for unique individual needs, not an entire class. Policies regarding recorded answers must be followed prior to returning test materials.
R5 NEW	Braille Response - With student use of a braille device.	A student may use a braille device, manual and/or an electronic, to respond to questions. Responses would need to be recorded in standard format by a scribe.
R6 NEW	ELL - English language learner student use of bilingual word translation.	Word-to-word translation dictionary with NO definitions as determined by Language Acquisition Committee/Team.
R7 NEW	Clarification - Administrator verification of student understanding following the reading of test directions.	After <u>test directions</u> have been read, the test administrator may ask the student to explain what he/she has been asked to do. If directions have been misunderstood by the student, the <u>test directions</u> may be paraphrased or demonstrated. Test items MUST NOT be paraphrased or explained.

O. Other This accommodation requires DOE approval or no credit will be given.		
Code	Tests were administered	Details on Delivery of Accommodations
O1	using other accommodation(s) not on this list, requested by the accommodations team.	An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an O1 accommodation. Non-approved accommodations used during test administration will be coded as an M3 modification.

M. Modification This modification results in no credit being given.		
Code	Tests were administered	Details on Delivery of Accommodations
M3	using an accommodation on this list not approved for a particular test or an accommodation not included on this list without prior approval of the DOE.	Inappropriate use of an accommodation included on this list or use of another accommodation without prior approval of the DOE will result in impacted items being scored as incorrect.

Note: English Language Learners may qualify for any of the accommodations listed as appropriate and determined by a team. Refer to the *MEA Accommodations Guide* for additional information.